



## OFFICE OF PUBLIC INSTRUCTION

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### Grade 7 Reading Performance/Achievement Descriptors

<b>Advanced</b>	<p>Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.</p> <p>Using grade level text or above, the student is able to:</p> <ul style="list-style-type: none"><li>• Use a substantial reading and listening vocabulary</li><li>• Apply a variety of strategies (e.g., decode unknown words, use comprehension strategies) when reading literature and content area material</li><li>• Consistently apply complex thinking skills – define purposes for reading, select appropriate material to meet reading purposes, recognize an author's point of view and purpose, make connections, make predictions, make complex connections between new material and prior knowledge, interpret stated and inferred main and subordinate ideas, identify important supporting details, and respond using a variety of modes to reading material, use information from a variety of print and non-print sources to support an argument</li><li>• Begin to analyze and evaluate a variety of literary elements and devices</li><li>• Set, monitor progress toward, and meet reading goals</li></ul>
<b>Proficient</b>	<p>Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.</p> <p>Using grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use reading and listening vocabulary appropriate to grade level</li><li>• Usually define purposes for reading and select appropriate material to meet reading purpose</li><li>• Sometimes make predictions and connections between new material and prior knowledge</li><li>• Begin to infer stated and inferred main ideas, identifies important supporting details</li><li>• Begin to interpret at grade level</li><li>• Usually recognize author's point of view</li><li>• Compare, contrast, and integrate information from several print and non-print sources</li><li>• Decode unknown words and apply several strategies when reading literature and content area material</li><li>• Compare literary elements and devices</li><li>• Set, monitor progress towards, and often meet reading goals</li></ul>
<b>Nearing Proficiency</b>	<p>Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.</p> <p>Using grade level text or near-grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use a limited reading and listening vocabulary approaching grade level</li><li>• Sometimes select appropriate material to meet reading purposes, and sometimes define purposes for reading</li><li>• Most of time make obvious predictions and simple connections between new material and prior knowledge</li><li>• Summarize and begin to interpret stated main ideas and important supporting details</li><li>• Sometimes recognize purpose an author's point of view and purpose</li><li>• Compare, contrast, and integrate information from print and non-print source</li><li>• Generally apply, articulate, and self-monitor decoding and a few comprehension strategies when reading literature and content area material</li><li>• Identify and compare some literary elements and devices</li><li>• Often set and sometimes meet reading goals, sometimes evaluate reading progress</li></ul>

<b>Novice</b>	<p>Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.</p> <p>Using near-grade level text, the student is able to:</p> <ul style="list-style-type: none"> <li>• Use a limited reading and listening vocabulary below grade level</li> <li>• Occasionally select appropriate material to meet reading purposes, and occasionally define purposes for reading</li> <li>• Sometimes make obvious predictions and simple connections between new material and prior knowledge</li> <li>• Sometimes summarize and begin to interpret stated main ideas and important supporting details</li> <li>• Occasionally recognize an author's point of view and purpose</li> <li>• Sometimes compare, contrast, and integrate information from print and non-print source</li> <li>• Rarely apply, articulate, and self-monitor decoding and comprehension strategies when reading literature and content area material</li> <li>• Rarely identify and compare literary elements and devices</li> <li>• Rarely set or sometimes meet reading goals</li> </ul>
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